

**Florida Teacher Certification Examination
Test Preparation Guide
for
Professional Education**



FLORIDA DEPARTMENT OF EDUCATION

www.fldoe.org

Third Edition

Developed, produced, and printed under the authority of the
Florida Department of Education

Subject area content developed by the
Institute for Instructional Research and Practice
College of Education
University of South Florida

Produced by the
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College of Education
University of South Florida







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FTCE Administrator
Florida Department of Education
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Tallahassee, Florida 32399-0400

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Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Professional Education Test was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Professional Education prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and in-service trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**

Section 1 discusses the development of the test and test preparation guide.

Section 2 (this section) outlines test preparation steps.

Section 3 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 4 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Professional Education Test. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency		Percentage of total test items	
Competency/Skill		%	
1	Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)	9	
	1 Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning. 2 Identify and sequence learning activities that support study skills and test-taking strategies.		
2	Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)	9	
	1 Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).		

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills and Percentages

Competency/Skill	%
1 Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)	9
<ol style="list-style-type: none"> 1 Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning. 2 Identify and sequence learning activities that support study skills and test-taking strategies. 	
2 Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)	9
<ol style="list-style-type: none"> 1 Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting). 2 Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions). 3 Identify nonverbal communication strategies that promote student action and performance. 4 Choose effective communication techniques for conveying high expectations for student learning. 	
3 Knowledge of strategies for continuous improvement in professional practices for self and school (Continuous Improvement)	5
<ol style="list-style-type: none"> 1 Identify professional development experiences that will enhance teacher performance and improve student achievement. 2 Identify ways for using data from learning environments as a basis for exploring and reflecting upon teaching practices. 	
4 Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (Critical Thinking)	9
<ol style="list-style-type: none"> 1 Identify a variety of instructional strategies, materials, and technologies that foster critical thinking. 2 Identify a variety of instructional strategies, materials, and technologies resources that foster creative thinking. 	

Competency/Skill	%
5 Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom practice and student learning (Diversity)	7
<ol style="list-style-type: none"> 1 Identify instructional and interpersonal skills and classroom practices that encourage innovation and create a positive learning climate for all students. 2 Select materials and strategies that encourage learning about diverse cultural groups. 	
6 Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)	5
<ol style="list-style-type: none"> 1 Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations. 2 Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual. 	
7 Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (Human Development and Learning)	9
<ol style="list-style-type: none"> 1 Identify patterns of physical, social, and academic development of students. 2 Identify motivational strategies and factors that encourage students to be achievement and goal oriented. 3 Identify activities to accommodate different learning needs, developmental levels, and experiential backgrounds. 4 Apply knowledge of learning theories to classroom practices. 5 Identify characteristics of, and intervention strategies for, students with disabilities. 	
8 Knowledge of subject matter incorporating reading strategies and literacy as they apply across the curriculum to increase learning (Subject Matter)	5
<ol style="list-style-type: none"> 1 Identify appropriate corrective strategies for determining when reading comprehension is preventing the mastery of subject material. 	

Table of Competencies, Skills and Percentages

Competency/Skill	%
2 Identify references, materials, and technologies appropriate to the subject and the learners' abilities. 3 Identify strategies that encourage multidisciplinary studies.	
9 Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (Learning Environment)	9
1 Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety. 2 Identify a repertoire of techniques for establishing smooth, efficient, and well-paced routines. 3 Identify strategies to involve students in establishing rules and standards for behavior. 4 Identify emergency procedures for student and campus safety.	
10 Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards (Planning)	9
1 Determine instructional long-term goals and short-term objectives appropriate to student needs. 2 Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area. 3 Identify materials based on instructional objectives and student learning needs and performance levels.	
11 Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continuous improvement of educational experiences of students (Role of the Teacher)	7
1 Identify student behavior indicating possible emotional distress, substance abuse, abuse or neglect, and suicidal tendencies. 2 Identify school and community resources and collaborative procedures to meet the intellectual, personal, and social needs of all students. 3 Identify the rights, legal responsibilities, and procedures for reporting incidences of abuse or neglect or other signs of distress.	

Competency/Skill	%
4 Apply knowledge of the contents of, and the procedures for, maintaining permanent student records. 5 Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).	
12 Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)	5
1 Identify appropriate software to prepare materials, deliver instruction, assess student achievement, and manage classroom tasks. 2 Identify appropriate classroom procedures for student use of available technology. 3 Identify policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media. 4 Identify strategies for instructing students in the use of search techniques, the evaluation of data collected, and the preparation of presentations.	
13 Knowledge of the history of education and its philosophical and sociological foundations (Foundations of Education)	5
1 Apply historical, philosophical, and sociological perspectives to contemporary issues in American education. 2 Distinguish between different societal norms and values and their effects on educational policy and classroom practice. 3 Identify contemporary philosophical views on education that influence teaching.	
14 Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (ESOL)	7
1 Identify characteristics of first and second language acquisition. 2 Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction. 3 Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students' abilities and promote self-worth.	



Test Format and Sample Questions

The Professional Education Test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

You will receive a test booklet and a separate answer sheet. Each question will contain four response options, and you will record your selection by bubbling in **A**, **B**, **C**, or **D** on the answer sheet.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of question	Sample item
Sentence completion Select the response option that best completes the sentence.	Item 3, page 13
Direct question Choose the response option that best answers the question.	Item 8, page 14
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Item 13, page 16
Command Select the best response option.	Item 16, page 16

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 24.

DIRECTIONS: Read each item and select the best response.

1. **Which of the following is the most appropriate assessment for measuring student mastery of content in a high school algebra class at midyear?**
 - A. diagnostic test
 - B. standardized achievement test
 - C. teacher-made test
 - D. daily quizzes

2. **A teacher is assessing a student's oral reading skills. Which of the following assessment tools is the most appropriate?**
 - A. anecdotal record
 - B. peer evaluation
 - C. pretest
 - D. running record

3. **A science teacher uses the phrase, "My Very Excellent Mother Just Served Us Nine Pizzas" to help the students remember the order of the planets. This phrase is an example of a**
 - A. sequencing tip.
 - B. summary tip.
 - C. review device.
 - D. mnemonic device.

4. **A teacher asks, "How was the Grand Canyon formed, Patty?" Patty answers, "There is a river at the bottom." The teacher then says, "Patty, tell us how the river affected the formation of the Grand Canyon."**

What technique is the teacher using in her last statement?

- A. framing
- B. paraphrasing
- C. probing
- D. redirecting

5. While a student is giving a report to the class, the teacher smiles, nods, leans forward, and listens attentively. Her behavior best demonstrates

- A. behavior modification.
- B. nonverbal positive acknowledgement.
- C. nonverbal motivation to excel.
- D. facilitative listening.

6. Mr. Robinette is a new teacher who teaches high school algebra courses. He has difficulty maintaining student interest in instruction and has an excessive number of disciplinary referrals.

What strategy would be the best first step to address this situation?

- A. collecting data and developing a statistical analysis of the discipline problems
- B. discussing problems with a mentor teacher to identify strategies for reducing the number of discipline problems
- C. taking additional advanced mathematics courses at the local college to enhance instructional skills
- D. exchanging classes for a week with the peer teacher who also teaches algebra classes but has few discipline problems

7. As part of her planning process, Mrs. Smith is concerned about the levels of reading comprehension in her class. Which of the following would provide the richest source of data for the beginning analysis of her class?

- A. professional development plan
- B. academic improvement plan
- C. school improvement plan
- D. student test records

8. Which of the following situations is the best example of a teacher promoting middle school students' creative thinking after reading a given fiction selection?

- A. students rewrite the ending of the selection to change the resolution of the plot
- B. students use the Internet to locate information about the author
- C. students draw a portrait of the protagonist
- D. students videotape a reenactment of events from the selection

9. Which classroom practice best encourages a positive learning climate for all students?

- A. The teacher identifies class leaders and rewards them with special incentives.
- B. The teacher discourages the use of negative statements in the classroom.
- C. The teacher includes all students in class discussions, showing equal respect and sensitivity to each student.
- D. The teacher encourages students to compete with each other to see who can do the best work in the class.

10. At the beginning of the school year, a second grade teacher determines there are children from diverse cultural backgrounds in the class. One of the best ways to study cultural similarities and differences would be to have students

- A. obtain information from a variety of sources on different cultures and write reports.
- B. describe and compare living conditions of selected countries.
- C. pair students so each does class work with a classmate from a different culture.
- D. participate in a classroom international festival to complete the unit on cultural study.

11. While students are completing individual work, the teacher leaves the classroom to pick up handouts that have been copied for the next class.

This teacher's behavior

- A. violates the professional duty to protect the safety of students.
- B. is compatible with the doctrine of *in loco parentis*.
- C. is professionally regarded as a routine teacher task.
- D. ignores the fire and procedural codes of the local school district.

12. Which statement is true with respect to physical growth patterns of children in the upper elementary school?

- A. Girls have greater growth spurts than boys.
- B. Boys have greater growth spurts than girls.
- C. Boys reach puberty before girls.
- D. Girls reach puberty before boys.

-
- 13. Wesley has been identified as a slow learner. He is frequently frustrated by class activities and seatwork assignments and sometimes cries when he cannot do the work that others complete quickly. Which of the following teacher actions is best in this situation?**
- A. Encourage Wesley to keep up with the class work by allowing him to quit before he becomes too frustrated.
 - B. Arrange what Wesley is to learn into a series of small steps, each followed with immediate feedback.
 - C. Seat Wesley away from other students so that his behavior will not bother others.
 - D. Send Wesley to the exceptional education resource teacher for special help with academic assignments.
- 14. A teacher finds that students can deal with abstractions and hypothetical-deductive questions, offer interpretations, and draw conclusions. According to Piaget's theory of cognitive development, at what stage of cognitive development are the students functioning?**
- A. concrete operations
 - B. postcognitive
 - C. formal operations
 - D. pre-operational
- 15. Which of the following behaviors may indicate the need to refer a child for speech-language evaluation?**
- A. failing to complete assignments within the expected time
 - B. asking questions that are often off task and disruptive
 - C. reversing letters in words when writing sentences
 - D. having difficulty comprehending words and concepts
- 16. Identify strategies for determining reading comprehension level and for improving reading comprehension.**
- A science teacher suspects a new student of having problems with reading comprehension. To assist the student, the teacher should**
- A. arrange for diagnostic testing in reading.
 - B. tell the student to study more because the material is difficult.
 - C. recommend that the student purchase science notes from a local bookstore.
 - D. suggest the parent acquire a tutor for the student.

-
- 17. What are the most important criteria to follow in selecting materials to go on a list of recommended free-time reading for students?**
- A. author's ethnic background and credentials
 - B. independent reading and interest levels of students
 - C. vocabulary count and sentence structure
 - D. word recognition and paragraph length of the material
- 18. What can teachers do to encourage multidisciplinary studies in mathematics and science?**
- A. Meet to discuss year-long curriculum objectives, goals, and timelines.
 - B. Develop curriculum guides by grade level expectations.
 - C. Read textbook objectives and write lesson plans focusing on student needs.
 - D. Meet with parents to discuss integrated curriculum activities.
- 19. Which of the following is an example of a classroom that has been best arranged to facilitate student safety?**
- A. students' desks arranged in a circle
 - B. students' desks arranged in neat rows
 - C. furniture placed to accommodate traffic patterns
 - D. teacher's desk placed adjacent to classroom door
- 20. Which procedure should a middle school teacher follow at the beginning of a class?**
- A. Call the roll, asking each student to respond aloud.
 - B. Encourage students to meet at the teacher's desk to discuss questions from the previous day's lesson.
 - C. Reserve the first 5 minutes to work with students who were absent the previous day.
 - D. Assign students to complete "Do Now" activity already written on the board when the class starts.

-
- 21. In a middle school classroom, the teacher observes that many students are calling out answers during large group discussions, even after being reminded of the posted classroom rules. What would be the best strategy for the teacher to follow next?**
- A. Ask the students who call out to stay after class to discuss the issue.
 - B. Have students brainstorm ways to participate in large group discussions and amend the classroom rules as necessary.
 - C. Send a note home explaining rules for group discussion and requesting support.
 - D. Begin the next class by reminding students of the class rules again.
- 22. Before the teacher has had a chance to explain the school's procedure for fire drills, the fire alarm sounds. Which of the following procedures would be most appropriate in this situation?**
- A. Keep students on task while contacting the office to determine if the alarm is false.
 - B. Explain the routes, rules, and destinations to be used in emergencies, then proceed with the evacuation procedure.
 - C. Have students line up quickly and quietly and lead them out of the building; review procedures upon returning to the classroom.
 - D. Discuss with students an appropriate outside meeting place; tell them to go to the location after they pick up their belongings.
- 23. A high school teacher wants students studying the Civil War to understand the attitudes of the soldiers on both sides. Of the following, which activity would best help meet this objective?**
- A. Primary source readings: have students search the library to locate historical diaries of generals on each side of the war describing their military strategy. Students will share the diary materials with the class.
 - B. Essay writing: have students read the textbook and write an essay on why each side was justified in the beliefs that led them to war.
 - C. Guided reading: give the students selections to read about both sides of the war and ask them to outline the readings.
 - D. Role-playing: based on class reading, have each student write a letter to a family member about war experiences from the perspective of first a Northern and then a Southern soldier. Students will read the letters out loud.

24. A 4th-grade teacher has a group of students with mixed abilities. As he plans his unit on early Florida settlers, he should pay special attention to

- A. varying the delivery models of instruction to compensate for different reading levels.
- B. using state approved textbooks because they match the Sunshine State Standards.
- C. using teacher-created instructional materials because students are easily bored with history.
- D. inviting experts from the local community to class to instruct students who are not natives of Florida.

25. A 7th-grade student is frequently tardy for 1st-period class. The teacher questions the student and discovers that the student has been left in charge of his younger siblings while his parents are "working things out" with their marriage.

Which of the following should the teacher suspect?

- A. child neglect
- B. child inhibition
- C. child exploitation
- D. child disengagement

26. The social studies teachers in a middle school are seeking ways to interest their students in local history. Which of the following would be an effective means of achieving this goal?

- A. Have students go to the local public library to research a topic of their choice.
- B. Invite members of the local government to be guest speakers.
- C. Have students create a documentary in which they interview local residents about the community's past.
- D. Ask community businesses to contribute funds for setting up a student-developed museum at the school.

27. A fourth grade teacher notices that one of her students is wearing clothing that is inappropriate for the season. This appears to be an attempt to cover up bruising on his arms. The teacher speaks privately with the student and he becomes noticeably upset and tells her "mind your own business." Based on information the student has given the teacher in the past, the teacher suspects that the student may be fighting with his father.

Which of the following actions should the teacher take?

- A. Keep a journal for the next several weeks noting the clothing the student wears to school.
- B. Discuss the situation with colleagues in the teachers' lounge to learn what they think should be done.
- C. Call and report what she suspects to the Florida Abuse Hotline.
- D. Question the student's friends to learn what they know.

28. A teacher receives a request for information on a middle school student from an independent psychologist. What procedures should the teacher follow?

- A. Share the request with the administration and follow their guidelines.
- B. Copy and send only records that deal with this year's academic performance.
- C. Consult with the team to compile anecdotal records and send them to the psychologist.
- D. Obtain the student's permission in writing and send the requested information.

29. The teacher's role in meeting with parents in the academic improvement plan (AIP) is to

- A. acquaint the parents with the class expectations for the year.
- B. inform the parents of the student's strengths and weaknesses and recommend remediation.
- C. let the parents know of opportunities to participate in special academic programs.
- D. inform the parents of classroom discipline incidents.

30. A teacher would like to use software to create an instructional slide show for a large group. Which type of software would be the most appropriate?

- A. database
- B. desktop publishing
- C. presentation
- D. spreadsheet

31. Network firewalls are installed to

- A. accommodate fire safety software.
- B. instruct students how to use network software.
- C. block access to Internet sites deemed inappropriate for student use.
- D. block students from sending out inappropriate electronic mail messages.

32. What is the primary benefit of an acceptable use policy (AUP)?

- A. consistency of online access and Internet behavior
- B. promotion of student responsibility for ethical online behavior
- C. protection of online copyright holders
- D. teacher awareness of acceptable online behaviors

33. A class is given three topics to research on the Internet. The teacher tells the students to independently search each topic using three specific search engines. After the searches are completed, the students are asked to compare the results obtained from each search engine.

This scenario best illustrates the use of which instructional strategy?

- A. demonstration
- B. discovery
- C. large group instruction
- D. tutorial

34. From the beginning of our nation there has been a continuous and large flow of immigrants who in the great majority of cases have been impoverished and committed to seeking a better life. The schools have provided the primary means of socializing these new citizens to live in our country. This process continues to provide a challenge to American education today.

The best term for the process described in the above statement is

- A. cultural assimilation.
- B. class membership and mobility.
- C. cultural diversification.
- D. local political empowerment.

35. "Meeting academic standards should be the highest priority in a classroom." This statement reflects the current philosophy of

- A. accountability.
- B. social consciousness.
- C. diversity.
- D. educational opportunity.

36. Pauline, who has been in the United States for one year, has limited English proficiency. In mathematics class, she is very attentive and does well on all class work and assignments. However, Pauline never volunteers to answer questions in class and refuses to speak except for one-word responses such as "yes" and "no."

Pauline's behavior may best be described as

- A. functioning in a formal and concrete stage.
- B. a developmental stage of language acquisition.
- C. responding to input without information gaps.
- D. an unreceptive phase of acculturation.

37. A student with limited English proficiency refers to his feet as "feets." This is an example of

- A. positive transfer.
- B. negative interlanguage.
- C. overgeneralization.
- D. underextension.

38. A teacher issues and models commands. Students actively respond to the commands. Later, a student volunteer issues commands for the class to enact.

Which of the following methods does this scenario describe?

- A. natural approach
- B. audio-lingual method (ALM)
- C. direct method
- D. total physical response (TPR)

-
- 39. A non-English-speaking student, who has learned to read and write in her native language, is placed in the first grade. According to current research, the best strategy for developing her literacy skills in English is to**
- A. focus solely on teaching her to read in English so that she does not confuse her native language with English.
 - B. delay her exposure to English so that her reading skills become fully developed in her native language and then begin to use English for instruction.
 - C. use only language-neutral orthographic symbols to bridge literacy between her native language and English.
 - D. continue literacy instruction in her native language while scaffolding and connecting the two systems during English literacy instruction.
- 40. A limited-English-proficient student placed in the 4th grade has had a strong educational background in his native country. His English is at an early production stage. His teacher plans to have the class learn the names and order of the planets in the solar system by reading and answering questions.**

This ESOL student would most likely be successful at this assignment because it is based upon

- A. high context and high cognitive demand.
- B. low context and low cognitive demand.
- C. low context and high cognitive demand.
- D. high context and low cognitive demand.

Answer Key

1. C	15. D	28. A
2. D	16. A	29. B
3. D	17. B	30. C
4. C	18. A	31. C
5. B	19. C	32. B
6. B	20. D	33. B
7. D	21. B	34. A
8. A	22. C	35. A
9. C	23. D	36. B
10. D	24. A	37. C
11. A	25. A	38. D
12. D	26. C	39. D
13. B	27. C	40. B
14. C		



Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Picture identification
 - Watch
 - Money for lunch and change for vending machines
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - Check periodically to be sure that you are correctly coding your answers on the answer sheet. When you answer a question out of sequence, be certain that the number of the circle you mark on your answer sheet corresponds to the proper question number in the test booklet.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - Be certain to mark your answers clearly on the answer sheet. If you change an answer, erase the first pencil mark completely. Also make sure there are no stray marks on the answer sheet.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



Additional Information

Write to the following address to request an FTCE registration bulletin. You may also request information on test administration, retakes, and score reports, or offer comments about this test preparation guide.

FTCE Inquiries
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Write to the address below for an order form and price list if you wish to order additional copies of this test preparation guide or guides for other subject areas, the Professional Education Test, the General Knowledge Test, or the Florida Educational Leadership Examination.

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Refer to the following Web site for additional FTCE information including upcoming test dates, test registration, pass/fail status, and score reports.

www.cefe.usf.edu
